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| **Unit Title: Coming of Age**  **Grade 5/Quarter 4/Unit 6** | | | | | | | | | | | |
| **Conceptual Lens:**    **This final six-week unit focuses on the genre of the novel, and uses "coming of age" as a unifying theme.**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  In this unit, students choose one of many exemplar novels to study, using all the strategies and skills learned up until this point in the year. Coming of age is a learning process that endures beyond novels to informational text, film, and real life, and students compare and contrast characters’ experiences to come up with their own definition for “coming of age novels.” Students are encouraged to research the economic background during the time period of their novel. The culminating project is for students to create their own coming of age multimedia presentation with an introduction that answers the essential question.  **BIG IDEA: How can literature help us understand what it means to ‘grow up’?**   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | * Reference the text using direct quotes to support inferences. * Reference the text using specific details when comparing and contrasting characters, settings or events. * Compare and contrast points of view from different texts on the same topic. * Read and comprehend different genres at a fifth grade level including stories, dramas, poetry, informational and technical texts. | * Produce and publish writing using technology to type two pages in one setting. * Use schema or research to paraphrase information in the form of notes and list sources. | * Read fluently. * Enhance multimedia presentations with graphics, sound, visuals, etc. * Use correct grammar in writing, speaking and reading. |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**   |  | | --- | | **Performance Task:**  How can literature help us understand what it means to ‘grow up’?  Part 1:  Throughout the unit, students will choose a “coming of age” novel (one with a character who is coming to understand what it means to grow up) to read. This novel can be realistic fiction, historical fiction or nonfiction. Students will use their novel and/or research as a guide for developing a writing sample on the computer (minimum 2 pages in one setting) drawing on evidence and research from their novel.  \*Students could use research to help them better understand the historical context behind their novel.  Writing should include:   * Description of the main character * The characteristics that enable him/her to overcome obstacles * Description of the obstacles the main character must overcome * The character’s internal responses and external behaviors to these obstacles * Description of how the main character overcomes the obstacle   Part 2:  Students use their novel and/or research as a guide for creating their own coming of age multimedia presentation. Students will create their own coming of age character with an obstacle to overcome and detail how he/she overcomes it. The presentation should begin with an introduction that answers the question “How can literature help us understand what it means to ‘grow up’?” At this point in the year students should use high level fifth grade vocabulary and should work with classmates to revise, edit and publish their work.  Possible presentations:   * iMovie/slideshow * Write poem, set to music and display in slideshow * Write, record and play song * PowerPoint * Graphic map (Graph the high and low points in a character’s life.) <http://www.readwritethink.org/files/resources/interactives/graphicmap/> * SMARTboard presentation * Prezi * Video * Fakebook * Flip book <http://www.readwritethink.org/files/resources/interactives/flipbook/> * Comic strip <http://www.bitstrips.com/create/comic/> | | **Rubric for \_”Coming of Age” Performance Task\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Writing** | Includes all 5 requirements and is at least 2 pages typed. | Includes 4 of the 5 requirements and/or is 2 pages typed. | Includes 3 of the 5 requirements and/or is 1-2 pages typed. | Includes fewer than 3 requirements and/or is less than 1 page typed. | | **Grammar** | No errors in either sentence formation, usage, or grade appropriate spelling. | No more than 2 errors in either sentence formation, usage, or grade appropriate spelling. | No more than 3-4 errors in either sentence formation, usage, or grade appropriate spelling. | More than 4 errors in either sentence formation, usage, or grade appropriate spelling. | | **Multimedia Presentation** | Presentation includes character, problem, how he/she overcomes, and addresses *coming of age.* | Presentation includes 3 of the following requirements: character, problem, how he/she overcomes, and addresses *coming of age.* | Presentation includes 2 of the following requirements: character, problem, how he/she overcomes, and addresses *coming of age.* | Presentation includes 1 or none of the following requirements: character, problem, how he/she overcomes, and addresses *coming of age.* | | **Vocabulary** | Students use 10 or more high level fifth grade vocabulary. | Students use 8-9 high level fifth grade vocabulary. | Students use 6-7 high level fifth grade vocabulary. | Students use less than 6 high level fifth grade vocabulary. | | |   **Stage 3 – Learning Experiences** | | | | | | | | | | | |
| **Unit Progression** | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | |
| **Big Ideas** | **What does “Coming of Age” mean?** | **Reference the text using direct quotes to support inferences.** | **Reference the text using specific details when comparing and contrasting characters, settings or events.** | **Compare and contrast points of view from different texts on the same topic.** | | **Performance Task** | | **SLAMMAR/**  **EOG Review** | **EOG Week** | **Presentations** | **Finish/**  **Last week of school** | |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**   * **Walk Two Moons (novel)** * **Absolutely Normal Chaos (Continuation of Walk Two Moons) (novel)** * *Flying with the Eagle, Racing the Great Bear: Stories from Native North America* (Joseph Bruchac) * *Cat with a Yellow Star: Coming of Age in Terezin* (Susan Goldman Rubin and Ela Weissberger) * *The Wall: Growing Up Behind the Iron Curtain* (Peter Sis) * “Freedom” (William Stafford) * “I’m Nobody! Who are you?” (Emily Dickinson) * “Dreams” (Nikki Giovanni)   **\*Choose any reading selection with a character who is facing struggles while overcoming obstacles.** | | | | | **Non –Fiction**   * *Setting Career Goals* (Stuart Schwartz and Craig Conley) * *Getting Ready for a Career As…*series * *Kids During the Great Depression* (Kids Throughout History) (Lisa A. Wroble) * *Children of the Great Depression* (Russell Freedman) (EA) * *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp* (Jerry Stanley) * *Dust to Eat: Drought and Depression in the 1930s* (Michael L. Cooper) | | | | | | |
| Suggested student novel choices:   * *Where the Mountain Meets the Moon* (Grace Lin) * *M.C. Higgins, the Great* (Virginia Hamilton) * *The Secret Garden* (Frances Hodgson Burnett) * *Tuck Everlasting* (Natalie Babbitt) * *Then Again, Maybe I Won’t* (Judy Blume) * *Out of the Dust* (Karen Hesse) * *A Long Way From Chicago* (Richard Peck) * *A Year Down Yonder* (Richard Peck) * *The Journal of C.J. Jackson: A Dust Bowl Migrant, Oklahoma to California, 1935* (Dear America Series) (William Durbin) * *Rose’s Journal: The Story of a Girl in the Great Depression* (Marissa Moss) * *Survival In the Storm: The Dust Bowl Diary of Grace Edwards, Dalhart, Texas, 1935* (Dear America Series) (Katelan Janke) * *Christmas After All: The Great Depression Diary of Minnie Swift, Indianapolis, Indiana, 1932* (Dear America Series) (Kathryn Lasky) * *Gorilla Doctors: Saving Endangered Great Apes* (Scientists in the Field) (Pamela S. Turner) | | | | | | | | | | | |
| **WEEK 1** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **\*At this point, Comprehension Tool Kit lessons should be reviewed or revisited if necessary.**  **\*Be sure to incorporate lessons 10 and 11 if you have not already done so.** | | | | | | | | **Standards**  **RF.5.4**  **RL.5.1**  **RI.5.1** | **“I Can” Statements**  **I can use evidence from the text to draw conclusions.**  **I can infer the meanings of words I don’t know to understand the text.** | |
| **Essential Questions**  **How can I use evidence from the text to draw conclusions?**  **How can I infer the meanings of words I don’t know to understand the text?** | |
| **Jan Richardson Strategies**   * **Make inferences from text clues (pg.231, 233-236)**   **Review: (Choose ones you feel your students would benefit from.)**   * **Somebody Wanted But So (pg.132)** * **Green Questions (pg.210-211)** * **Five-Finger Retell (pg.122, 172)** * **STP/Beginning-Middle-End/Who? What? (pg.215-217)** | | | | | | | | **Standards**  **RL5.1** | **“I Can” Statements**  **I can make inferences from character actions, dialogue and thoughts.** | |
| **Essential Questions**  **How can I make inferences from character actions, dialogue and thoughts?** | |
| **Other Whole Group Reading Learning Experiences**   * As a class, we will keep a chart with the following categories of the novels we’ve read. As the chart is filled in, and at the end of the unit, we will use this information to make comparisons and generalizations about characters (and people) who undergo changes in their development:   + - Setting     - Main character who undergoes a change, and adjectives that describe him/her     - Obstacles faced by the main character     - Climax (where the main character resolves the conflict)     - Resolution (how the story ends; what the character learns)   Be prepared to compare and contrast two or more characters, settings, or events across novels, drawing on specific information from the each novel. What did you learn about yourself from these characters?   * Introduce the chart and begin reading Walk Two Moons. (If you have already read this book aloud, read the sequel Absolutely Normal Chaos. * [*Actor Sidney Poitier was born in 1924*](http://www.readwritethink.org/classroom-resources/calendar-activities/actor-sidney-poitier-born-20441.html) (ReadWriteThink lesson) <http://www.readwritethink.org/classroom-resources/calendar-activities/actor-sidney-poitier-born-20441.html>   Note: Ask students to write in their journals about any barriers that might impede them in the future (e.g., language, class, disability), and about how they can break through those barriers now.   * Part of “coming of age” means moving into adulthood and getting a job. Read informational text about people who followed their interests and turned them into careers, such as Lisa Dabek in *Quest for the Tree Kangaroo*. What challenges did they encounter as part of their work? | | | | | | | | **Standards**  **RL5.1/RI5.1**  **RL5.3**  **RL5.6**  **RL5.10/RI5.10** | **“I Can” Statements**  **I can critique a character on how he/she overcame obstacles to come of age.** | |
| **Essential Questions**  **What is the meaning of “coming of age”?**  **How do characters overcome obstacles to come of age?** | |
| **Writer’s Workshop** | **Resource:**  Conduct research about what steps you need to take to be ready for the profession(s) in which you are interested. Share your findings with the class. | | | | | | | | **Standards**  **W.5.6**  **W.5.8** | **“I Can” Statements**  **I can conduct and use appropriate research to learn more about a topic.** | |
| **Essential Questions**  **How can I conduct and use appropriate research to learn more about a topic?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies:**  [**https://www.livebinders.com/play/play?id=477704**](https://www.livebinders.com/play/play?id=477704)  **Great web site with lesson plans targeted toward economics standard.**  **Science:**  **-Weather**  **-Matter and Energy** | | | | | | | | **Standards**  **5.E.1.1-**  **5.E.1.2**  **5.E.2.1-**  **5.E.2.2**  **5.E.1.1-5.E.1.3**  **5.P.2.1-**  **5.P.2.3**  **5.P.3.1-**  **5.P3.2** | **“I Can” Statements**  I can understand how a market economy impacts life in the United States.  I can understand that personal choices result in benefits or consequences.  I can explain how weather conditions in one area or region influence the weather conditions in another area or region.  I can explain how the properties of some materials change as a result of heating and cooling. | |
| **Essential Questions**  How is life in the United States impacted by its economy?  What effects do our personal choices have on our economical lives?  How do global factors influence local weather conditions?  How can heat change the properties of a substance?  How does heat move from one place to another? | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**   * Climax * Dialogue * Foreshadowing * Idioms, such as:   “act your age”  “at the tender age of…”  “ripe old age”   * Imagery * Resolution * style | | | | |
| **WEEK 2** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **\*At this point, Comprehension Tool Kit lessons should be reviewed or revisited if necessary.** | | | | | | | | **Standards**  **RF.5.4**  **RL.5.1**  **RI.5.1** | **“I Can” Statements**  **I can use evidence from the text to draw conclusions.**  **I can infer the meanings of words I don’t know to understand the text.** | |
| **Essential Questions**  **How can I use evidence from the text to draw conclusions?**  **How can I infer the meanings of words I don’t know to understand the text?** | |
| **Jan Richardson Strategies**   * **Make inferences from text clues (pg.231, 233-236)**   **Review: (Choose ones you feel your students would benefit from.)**   * **VIP (pg. Fiction 215, Non-fiction 217)** * **Who? What? (pg.215-217)** | | | | | | | | **Standards**  **RL5.1** | **“I Can” Statements**  **I can make inferences from character actions, dialogue and thoughts.** | |
| **Essential Questions**  **How can I make inferences from character actions, dialogue and thoughts?** | |
| **Other Whole Group Reading Learning Experiences**   * Complete inference powerpoint *Inferencing Brithday Mystery (*See handout; located on Wiki) * Complete slide 21 on inference powerpoint with *Case Study 1: Leaves* (see handout) * Complete inference cards with *Inference Record Form*. At teachers discretion students can complete all or some of the cards, while filling in the *Inference Record Form.* * Read Teammates and use *Character Inferencing* model (see week 3 resources) to critique Jackie Robinson using direct quotes from the text. Use *Character Inferecing* model as an anchor chart to complete with the whole class. Students will use the anchor chart as a reference for Week 3. | | | | | | | | **Standards**  **RL5.1/RI5.1**  **RL5.3**  **RL5.6**  **RL5.10/RI5.10** | **“I Can” Statements**  **I can use quotes from the text to support my inferences.** | |
| **Essential Questions**  **How can the text help me support my inferences?** | |
| **Writer’s Workshop** | **Resource:**  **Have students pick one of the following to complete:**   * **Students needing more confidence in their writing may go to**  **<http://writingfix.com/right_brain/Who_What_When_Where_Wild_Weather1.htm> to use the interactive weather prompt generator to get a story starter.** * **Have you ever noticed that the weather can affect your appetite? On cold days, soup sounds tasty and comforting, while on hot days, nothing hits the spot like an ice cream cone or icy slush. Write about a time when you really enjoyed eating something as a result of the weather.** | | | | | | | | **Standards**  **W.5.6**  **W.5.8** | **“I Can” Statements**  **I can conduct and use appropriate research to learn more about a topic?** | |
| **Essential Questions**  **How can I conduct and use appropriate research to learn more about a topic?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**   * **See week 1** | | | | | | | | **Standards** | **“I Can” Statements** | |
| **Essential Questions** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**   * Climax * Dialogue * Foreshadowing * Idioms, such as:   “act your age”  “at the tender age of…”  “ripe old age”   * Imagery * Resolution * style | | | | |
| **WEEK 3** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **\*At this point, Comprehension Tool Kit lessons should be reviewed or revisited if necessary.** | | | | | | | | **Standards**  **RF.5.4**  **RL.5.1**  **RI.5.1** | **“I Can” Statements**  **I can use evidence from the text to draw conclusions.**  **I can infer the meanings of words I don’t know to understand the text.** | |
| **Essential Questions**  **How can I use evidence from the text to draw conclusions?**  **How can I infer the meanings of words I don’t know to understand the text?** | |
| **Jan Richardson Strategies**   * **Make inferences from text clues (pg.231, 233-236)**   **Review: (Choose ones you feel your students would benefit from.)**   * **Fact-Question** * **Green, Yellow, Red questions (pg.209-213)**   **\*Tony Stead strategy:**  **RAN (Reading and Analyzing Non-Fiction)**  [**http://www.myteacherpages.com/webpages/MKiva/ran.cfm**](http://www.myteacherpages.com/webpages/MKiva/ran.cfm) | | | | | | | | **Standards**  **RL5.1** | **“I Can” Statements**  **I can make inferences from character actions, dialogue and thoughts.** | |
| **Essential Questions**  **How can I make inferences from character actions, dialogue and thoughts?** | |
| **Other Whole Group Reading Learning Experiences**   * Choose and begin reading coming of age novel (See possible list of choices). Depending on availability of books some students may be reading the same novels. Students will only have 2 weeks to complete novel. * Introduce *Performance Task* so students have an understanding of what is expected in Week 5. * Reference back to *Character Inferencing* anchor chart created in Week 2. Read aloud a book title that would be easily comparable to Jackie Robinson such as: Fearless: The Story of Racing Legend Louise Smith or The Story of Ruby Bridges. Have students complete *Character Inferencing* model on main character in book and compare to anchor chart of Jackie Robinson. * Additional lesson: Interactive Read-Alouds by Linda Hoyt (pgs. 51-53) * **Complete towards the end of the week.** Read and discuss the connection between the two people in Emily Dickinson’s poem “I’m Nobody! Who are you?” Relate the experience of the characters in the poem to the characters in your coming of age novel. Which characters can you see having a similar conversation? Justify your answer, citing specific details from the text. With whom has the main character in your book connected? Is the character an outsider? | | | | | | | | **Standards**  **RL5.1/RI5.1**  **RL5.3**  **RL5.6**  **RL5.10/RI5.10** | **“I Can” Statements**  **I can use details from the text to compare and contrast characters, settings, and events.** | |
| **Essential Questions**  **How can I compare and contrast characters, settings, and events using details from the text?** | |
| **Writer’s Workshop** | **Resource:**  **Have students pick one of the following to complete:**   * **Write an essay describing what happens to the heat energy form a gas stove when you boil an egg in a pot of water.** * **You have just made yourself a nice hot cup of tea. You are blowing on top of the tea so you will not burn your mouth. Write an essay explaining why the blowing will cool off the tea so that it is safe to drink.** * **In North Carolina, we experience four seasons. This doesn’t happen everywhere on earth. Some place stay hot year round, while others stay cold year round. If you had to relocate to such a place, and you had to choose between them, which would you choose-hot or cold? Explain the reasons for your choice.** | | | | | | | | **Standards**  **W.5.6**  **W.5.8** | **“I Can” Statements**  **I can conduct and use appropriate research to learn more about a topic.** | |
| **Essential Questions**  **How can I conduct and use appropriate research to learn more about a topic?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**   * **See week 1** | | | | | | | | **Standards** | **“I Can” Statements** | |
| **Essential Questions** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**   * Climax * Dialogue * Foreshadowing * Idioms, such as:   “act your age”  “at the tender age of…”  “ripe old age”   * Imagery * Resolution * style | | | | |
| **WEEK 4** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **\*At this point, Comprehension Tool Kit lessons should be reviewed or revisited if necessary.** | | | | | | | | **Standards**  **RF.5.4**  **RL.5.1**  **RI.5.1** | **“I Can” Statements**  **I can use evidence from the text to draw conclusions.**  **I can infer the meanings of words I don’t know to understand the text.** | |
| **Essential Questions**  **How can I use evidence from the text to draw conclusions?**  **How can I infer the meanings of words I don’t know to understand the text?** | |
| **Jan Richardson Strategies**   * **Make inferences from text clues (pg.231, 233-236)**   **Review: (Choose ones you feel your students would benefit from.)**   * **VIP (pg.Fiction 215, Non-fiction 217)** * **Who? What? (p.215-217)**   **\*Tony Stead strategy:**  **RAN (Reading and Analyzing Non-Fiction)**  [**http://www.myteacherpages.com/webpages/MKiva/ran.cfm**](http://www.myteacherpages.com/webpages/MKiva/ran.cfm) | | | | | | | | **Standards**  **RL5.1** | **“I Can” Statements**  **I can make inferences from character actions, dialogue and thoughts.** | |
| **Essential Questions**  **How can I make inferences from character actions, dialogue and thoughts?** | |
| **Other Whole Group Reading Learning Experiences**   * Students should finish their novel this week. * **Additional lesson:** Interactive Read-Alouds by Linda Hoyt (pgs. 193-196) * Pair up with a partner who read a different coming of age novel than you did. Collaboratively generate interview questions, and then participate in "mock" interviews where you pretend to be the main character in the book you read (such as Mary Lennox from *The Secret Garden*, Sal from *Walk Two Moons¸* or Mayo Cornelius from *M.C. Higgins, the Great)*. Write about what you learned from your interview, and then have your partner check it for accuracy. * As a culminating activity, use the chart and the unit’s **Big Idea: Coming of Age** to watch *Akeelah and the Bee* (PG), or *Old Yeller* (G). Have students complete *Character Inferencing* model to critique the main character.   **NOTE:** An idea for the culminating activity would be to allow for student choice of either movie and have them compare their finished assignment. | | | | | | | | **Standards**  **RL5.1/RI5.1**  **RL5.3**  **RL5.6**  **RL5.10/RI5.10** | **“I Can” Statements**  **I can compare and contrast points of view from different texts on the same topic.** | |
| **Essential Questions**  **How can I use point of view to compare and contrast different texts on the same topic?** | |
| **Writer’s Workshop** | **Resource:**  **See previous lessons to complete any that are unfinished.** | | | | | | | | **Standards**  **W.5.6**  **W.5.8** | **“I Can” Statements**  **I can conduct and use appropriate research to learn more about a topic.** | |
| **Essential Questions**  **How can I conduct and use appropriate research to learn more about a topic?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**   * **See week 1** | | | | | | | | **Standards** | **“I Can” Statements** | |
| **Essential Questions** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**   * Climax * Dialogue * Foreshadowing * Idioms, such as:   “act your age”  “at the tender age of…”  “ripe old age”   * Imagery * Resolution * style | | | | |
| **WEEK 5** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | * This week should be dedicated to students completion of the performance task.   **NOTE: Weeks 6-9 refer back to the** ***Big Ideas*** | | | | | | | | **Standards**  **RL5.1/RI5.1**  **RL5.3**  **RL5.6**  **RL5.10/RI5.10** | **“I Can” Statements**  I can create my own coming of age character in a multimedia presentation. | |
| **Jan Richardson Strategies**   * **Make inferences from text clues (pg.231, 233-236)**   **Review: (Choose ones you feel your students would benefit from.)**   * **Somebody Wanted But So (pg.221)** * **Key Word/Summary (pg.222)** | | | | | | | | **Standards**  **RL5.1** | **“I Can” Statements**  **I can make inferences from character actions, dialogue and thoughts.** | |
| **Essential Questions**  **How can I make inferences from character actions, dialogue and thoughts?** | |

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| **Resources for Unit**   * Interactive Read-Alouds by Linda Hoyt * RCS wiki * Live binder (5th grade economics) * **Inferencing: Birthday Mystery** powerpoint (found on RCS wiki) * ***Akeelah and The Bee*** (film) * ***Older Yeller*** (film) |